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ABSTRACT

This detailed report presents findings of both an internal review and an external review of the Enrichment/Gifted (E/G) Program in Nanaimo, British Columbia (Canada). The internal review examined the program's philosophy, district level programming, school-based programming (K-12) in general, elementary school-based programming, secondary programming, constraints and strengths of the district program, staff attitudes, administrative officer opinions, and a report of the Gifted Children's Association. Specific recommendations are presented. It is concluded that the E/G program has made significant progress and is well supported by the staff and community though the program is still young. Appendices include the questionnaires used, a summary of the review process, and a diagram of services. The external review's findings concern: the district as a whole; teacher consultants; schools; elementary level (staffing, identification, programming, school/parent/community support, and constraints): and secondary level (teacher preparation, identification, programming, funding and resources, and constraints). Among nine recommendations are that catalyst teachers be provided release time, that ongoing inservice training be provided to improve the awareness of giftedness by secondary teachers, and that titles given to teacher-consultants be reconsidered. (DB)

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SCHOOL DISTRICT NO. 68 (NANAIMO)

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SPECIAL EDUCATION - SERVICES PROGRAM
EXTERNAL/INTERNAL REVIEW

ENRICHMENT/GIFTED EDUCATION PROGRAM

INTERNAL REVIEW - OCTOBER 1990
EXTERNAL REVIEW - JANUARY 1991

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INTERNAL REVIEW

OCTOBER 1990

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1.0 Introduction

This formative evaluation report on the Enrichment/Gifted Program has been undertaken to meet the requirements of the Special Education Schools Department and the 1988 objectives of School District No. 68 to regularly review educational programs with the objective of improving delivery of service where required.

1.1 Purpose of Review Cycle

In order to meet Ministry guidelines and School Board expectations we are required to regularly review Special Education Programs and Services. Perhaps more importantly, we believe a regular review process has the potential to improve programming and create documented support for specific Special Services Programs.

1.2 Rationale for Evaluation of Enrichment/Gifted Program

Consistent with the Rationale described in the Special Education Review Process (Appendix I) evaluation of the Enrichment/Gifted program is integral to effective programming.

The following statements are taken from Special Services Review Document.

Stage I - Internal

A comprehensive review begins with program staff and administrators systematically examining the program in which they are working. During this stage, a District team (committee), will be formed to review current resources, program practices, etc. The purpose of this phase of the review is not only data gathering, but to review critically Special Education Services within the District. Generally, this stage can be completed within eight weeks.

Stage II - External

An external team (2-4 members) will be established by the Assistant Superintendent - Special Programs or Director of Instruction - Special Programs. These professional educators will be seconded from the Ministry of Education (Special Education) or a School District. Selection will be based on both availability and specific expertise in Special Education.

Utilizing the product from Stage I, this team will make an on-site visit to Nanaimo and conduct a review process as described in this manual. Generally, this procedure will take between three and five days and include the production of a draft report, shared with Nanaimo staff on the last day of the visit.

The focus of this external review is to create a meaningful report facilitating the common goal of improved service delivery.

1.3 Internal Review Committee, Enrichment/Gifted Education

This review has been compiled and written by the Internal Review Committee consisting of:

Committee Members

Keith Allen, Teacher, John Barsby Secondary School
Gary Greer, Administrative Officer, Departure Bay Elem.
Mary Jerome, Teacher, Uplands Park Elem.
Jeet Purhar, Administrative Assistant, Nanaimo District Sec.
Claire Smith, Teacher-Consultant, District Staff | Chair-
Helen Webster, Teacher-Consultant, District Staff | person(s)

1.4 Mandate of the Internal Review Committee

The mandate for the Committee was provided by the Office of Special Services, consistent with the Special Services Review prccess.

The intent of this formative evaluation is to provide a critical review of Enrichment/Gifted programming and services within School District No. 68 (Nanaimo). The purpose of the evaluation is to assess and provide appropriate recommendations for improvement.

1.5 Goals and Objectives

The goals and objectives of the Internal Committee were set by the Committee at their initial meeting.

1.5.1 Goals

1. To determine to what extent the goals and objectives of the Enrichment/Gifted Program are being met;
   a) at School Level
   b) at District Level

2. To make recommendations for any changes that need to be made to improve program.

1.5.2 Objectives

1) to identify and survey relevant stakeholders
2) to design and administer appropriate instruments
3) to gather, collate and interpret data from District and Schools
4) to write a report including descriptive material from school programs
5) the two Teacher/Consultants Enrichment/Gifted Education to provide, from their perspective, an evaluative report on the District program.

1.5.3 Modification of Original Goal

There was a modification of Goal 1.5.1., (a) owing to a difference in interpretation between committee members. It transpired in later deliberations that a majority of the members interpreted this Goal to mean that the schools self-evaluation would stand without furthur comment from the Internal Committee. Consequently, it was decided, with the support of the Assistant Superintendent, Special Programs, that the Teacher/Consultants, Enrichment/Gifted Education, would be responsible for responding to the School-level evaluations. Findings from their responsive critiques of this component of the review would be sent directly to the External Team under separate cover.

1.6 Timelines for Review Process

Dec. 1989:	Notice of Internal Review to District (Combined Principals Meeting., NDTA, Management Committee)
Jan. 1990:	Request for and information re format for School Based Reports to all District Schools.
Jan. 1990:	Internal Committee formed
Feb. to May:	District surveys administered, reviewed.
May 1990:	School Based reports received
June 1990:	Draft of District Report
Sept. 1990:	Conclusions and Recommendations
Oct. 1990:	Final District Report Final School Based Report
Oct. 1990:	External Committee formed
Dec. 1990:	External Report to Board of School Trustees

1.7 Procedures and Instruments used for Review

Explanatory notes re procedures are included in the relevant sections in Findings of the Review, Sections 8, 9, 10 .

Copies of the instruments administered and information and memoranda sent to District #68 schools are included in Appendix II.

2.0 ENRICHMENT GIFTED PROGRAMMING, SCHOOL DISTRICT #68

Enrichment/Gifted programs are District programs and thus available to all students in School District 68. The specific thrust of each program is guided by goals and philosophical statements at each level of the education system, from provincial to district to each individual school.

The Ministry of Education, Special Programs, provides the philosophical tenant for all of these programs.

2.1 Philosophy of Special Education Services

Special Education shares the basic purpose of all education: the optimal development of individuals as skillful, free, and purposeful persons, able to plan and manage life and to realize highest potential as individuals and as members of society.

Special Education is an extension of regular curriculum, modified as necessary to meet the unique needs of each student.

In Section 3.2 the Ministry's goal is succinctly stated.

The major goal of special programming is to provide continuous quality programs designed to meet the unique needs and abilities of all exceptional children in as normal an environment as possible.

School District No. 68 (Nanaimo) follows the guidelines set by the Provincial Government with their philosophical statement.

2.2 Philosophy of School District No. 68

The prime responsibility of School District No. 68 shall be to provide learning experiences, in cooperation with the family and the community, to help children develop the skills, knowledge and attitudes necessary for fulfillment as individuals and as contributing, responsible members of society.

The following philosophy statement has been approved by the Enrichment/Gifted Education Advisory Committee, School District 68 and is the foundation statement for Enrichment/Gifted Education in the District.

2.3 Enrichment/Gifted Education, S.D. #68

Enrichment/Gifted Education is an integral part of the S.D. 68 commitment to educate by enabling each student to pursue excellence, to experience success and to realize maximum personal potential. The program is designed to provide a range of general enrichment activities and specialized gifted options that meet a continuum of assessed needs among those students requiring differentiated education programs, and/or services beyond those normally provided by the regular school program.

From the foregoing philosophical statements, we have developed a rationale for Enrichment/Gifted Education in S.D. No. 68.

3.0 ENRICHMENT/GIFTED PROGRAMMING - DISTRICT

Rationale

In providing an enrichment/gifted program, one must consider the following underlying assumptions:

1. Our system of education meets the needs of most students. However, gifted and talented students are exceptional and identifiable, and have special educational needs for which this district must provide.

   a) Children who may or may not have the opportunity and the interest to pursue learning activities in greater depth, or in scope than normally available, but who need to develop the intellectual skills necessary to apply their ability so it is fully challenged.

   b) Children who have acquired a high level of intellectual or creative skill and who have the initiative and commitment to apply these skills, but need the opportunity to apply them and the guidance to refine them.

   c) Children who are making very minimal demands on their potential. These children need support to maintain the long term and intense demands on their potential ability.

2. Differentiated education programs heighten teacher awareness of gifted and enrichment program needs.

In summary many people mistakenly believe these children are capable of good performance with little effort and often adapt to the school environment with ease. This program is based on the assumption that these children cannot ordinarily grow toward their potential without special assistance. The identification of the gifted, and the provision of an education suited to their academic and social needs is an important task to be accomplished within this school district.

References:

Enrichment and Gifted Education Resource Book,
Ministry of Education, 1981

Enrichment/Gifted Education Committee Report,
School District 68, 1986

3.1 District Goals and Objectives

In April 1986, the Board of School Trustees accepted the Report of the 1985-86 Enrichment/Gifted Education Committee. This report developed a rationale for enrichment/gifted programming, and included the following District Goals and Objectives, which have provided direction for program development over the past four years

3.1.1 To challenge all students to discover and realize their potential as fully as possible.

3.1.2 To provide enrichment opportunities as an extension of regular programming.

3.1.3 To initiate enrichment and gifted programming K-12.

3.1.4 To develop differentiated curriculum that is specific to the needs of students demonstrating gifted behaviours.

3.1.5 To identify and obtain resources for enrichment/gifted education.

3.1.6 To establish District guidelines on screening students for programming.

3.1.7 To make parents of potential candidates fully aware of the program in order that they might make informed decisions regarding their child's participation.

3.2 District Objectives

3.2.1 To assist schools in the provision of staff development projects in enrichment/gifted education.

3.2.2 To assist schools in the identification of gifted children and those in need of enrichment, with appropriate techniques and instruments.

3.2.3 To assist schools in the provision of programs and groupings that are most appropriate for the needs of identified children.

3.2.4 To assist in the development of a strong school/parent/community support base for enrichment and gifted programs.

3.3 School Objectives

3.3.1 To provide staff development where necessary in enrichment/gifted education

3.3.2 To develop a framework for identifying gifted children and those in need of enrichment programs.

3.3.3 To provide programs and groupings that include some time with intellectual peers, some time with age peers and some time working alone, in a least restrictive environment.

3.3.4 To encourage and coordinate the efforts of school and community resources in providing enrichment and gifted programs.

3.4 Retrospective Evaluation

A retrospective evaluation of the 1985-86 District Goals and Objectives from the viewpoint of the two District Staff members charged with implementation, demonstrates that most goals and objectives have been either fully or partially met. Further, changes in District and Provincial directions, financial decisions, and the results of surveys of desired directions at both elementary and secondary levels have impacted on Enrichment/Gifted Education in this District.
(Numbers following refer to Goals, Objectives, page 7.)

3.1.1 This goal is being met through the District's emphasis on the Enrichment-Gifted continuum. Enrichment is for all students and the district goal is to look for and respond to all potential. The provision of Individual Educational Programs aims to realize the potential of gifted students. This concept has been a focus of in-service to teachers in our district.

3.1.2 District staff have provided strategies, materials and inservice to increase enrichment as an extension of regular programming.

3.1.3 Programming initiated by District Staff has met this goal. There are now Catalyst or Resource teachers for E/G in most of the District's schools. (See sections 5.5 and 6.7). Twenty-five out of 33 elementary schools have a 'Catalyst' and as of September, 1990, 12 of these have .1 F.T.E. staffing to develop school programs. At the Secondary level all 6 schools now have at least one school-based Resource teacher responsible for helping develop school programs, and working with the District staff and E/G Committee to provide E/G options for students. Program initiation at District level has included working through the necessary stages of awareness, planning, school "ownership" and implementation.

3.1.4 This is an ongoing process, through the above initiatives, through staff development, District in-service and development of IEP's for referred students.

3.1.5 There is a growing collection of both professional and classroom material housed in the Enrichment/Gifted Office at the Curriculum Resource Centre. It has been catalogued and this document will be available throughout the District this Fall. There is a constant demand for materials and they are readily available through a phone call to the office. Community and other kinds of human resources have also been identified during the course of the program.

3.1.6 All School Based Catalyst/Resource teachers, many school staffs, the parents' group, have been inserviced in this area and there is a procedure used throughout the District. Written guidelines for Secondary Screening were also established in the Secondary Planning Guide. A referral process was developed by District staff for Grade 7-8 transition.

3.1.7 There is ongoing communication with parents through the schools, the District and the Gifted Childrens' Association.

3.2 <u>District Objectives</u>

3.2.1 The nature of the Elementary E/G program with its focus on inservice for the school based catalyst teacher, and the structure and form of the elementary schools themselves has meant that staff development has been a more viable objective at this level than at the Secondary level. The role descriptions of the Elementary Catalysts and the Secondary School Based Resource teachers include encouragement and support for staff development. Inservice has been provided at both levels by the school based personnel and/or District Staff. This has not proved to be as consistent at the Secondary Schools as at the Elementary Schools, largely due to differing priorities of Secondary Schools.

3.2.2 This is ongoing, see Goal 3.1.6. There are District Guidelines and a District E/G referral form. An expanded version of this form is used as part of the Grade 7-8 transition process. All available assessment information is considered when an Individual Education Plan is developed. Since the District approach is one of identifying needs of students and responding through individual programs, specific tests are only employed when needed to provide otherwise unavailable information.

3.2.3 At the Secondary level, District Staff has been closely involved in the planning and development of pilot programs, to ensure a multi-option approach. Each secondary school now has a school based resource teacher for Enrichment/Gifted who works with District Staff to provide enrichment and gifted education for students at their schools. These programs have been evaluated and are now entering their second year.
The process has been more gradual at the Elementary level, largely due to lack of funding. The same procedure of school based teachers working with District Staff to plan and development enrichment gifted programs has occurred. Last year 12 elementary schools had mini-projects in place and this year (1990-91) 12 elementary schools were assigned 0.1 F.T.E. staffing to allow them to develop programs and groupings both for enrichment and to meet the needs of student with gifted abilities.

3.2.4 This is an ongoing objective. The District's plan has been to initiate at the elementary level. Now that this has occurred, the plan is to include secondary parents. See Section 10, Report of the Central Vancouver Island Gifted Children Association.

3.3 <u>School Objectives</u>

3.3.1 See 3.2.1 above

3.3.2 See 3.1.6 above

3.3.3 See 3.2.3. This is a goal that must be rationalized in terms of Ministry and District guidelines, the philosophy of the School, and the principles and position statements of the Year 2000 Documents. We are meeting it at both District and School levels in conformance with the above constraints.

In addition to the foundation rationale, goals and objectives, and in response to the desired directions expressed by administrators and teachers in the District, we have a specific statement describing the School-based approach used in School District No. 68.

3.5 District and School Based Programming - K - 12

Development of E/G programming should be based on contemporary research findings and practices in gifted education which advocate a multi-option approach to meeting the various needs of students. The multiple components of E/G education should draw upon a variety of district programs, provisions and services, and therefore needs to be coordinated at a district level. School-based programming should support the district philosophy, goals and guidelines while reflecting the unique culture of each school. Programming decisions for identified gifted students are made on the basis of individual abilities, learning styles and interests, and aim to address both cognitive and affective needs.

The definition used to identify students for this programming is based on Sections 3.32.1, Manual of Policies, Procedures and Guidelines, Ministry of Education.

3.6 Definition

Gifted and/or talented children are those possessing demonstrated or potential abilities, which are extraordinary or atypical. Capabilities may be demonstrated as intellectual, creative, specific academic and leadership abilities, or in the visual and performing arts.

Gifted children often demonstrate outstanding abilities in more than one area. The intellectually gifted may also be socially talented; the musically talented may also be intellectually and mathematically gifted. Usually a high degree of talent in one or more areas is accompanied by intellectual giftedness.

3.6.1 In addition to the basic district definition, the Renzulli definition is accepted at both elementary and secondary levels. Further, it was believed to be appropriate at Secondary level to include specific academic aptitude.

3.7 Student Referral Process District Staff

Information re the District definition and the referral process has been presented to whole school staffs (staff meetings, Pro-D days inservice, Administrators meetings), to Special Services staff as part of the School Based Resource Teacher Inservice, and to the G.C.A. (Parents Support Group). With the District definition(s) as a basis, teachers are encouraged to look for students in their classes who require some level of enrichment and/or specialized programming based on the needs and characteristics of the students. Individual I.Q. testing is not required to access District Services, but all up-to-date information (including testing if desired) is a part of documentation examined before programming decisions are made for the individual student.

The referral may be initiated by any of the following personnel.

i. classroom teacher,
ii the School Based E/G Resource Teacher
iii the Counsellor
iv the School Based Team for E/G

If parents contact District Staff, we ask them to discuss their concerns with the teacher and administrator of the school attended by their child, and the school personnel then request our involvement.

3.7.1 Nomination for School Based Programs

The same definition and referral process is used to nominate students for participation in the individual programs developing at each school, with modifications dependent upon the particular format (enrichment <-----> gifted continuum) of that schools program.

Both District and School-Based programming are available to students and may be offered concurrently. District involvement with I.E.P. development for students may continue even if these students are not participating in the Schools program.

3.8 Elementary-Secondary Transition Process, Enrichment Gifted

3.8.1 Purpose

A District E/G Referral process was initiated in January 1990 to facilitate the transition of gifted students between Grade 7 and Grade 8. The objectives of this process are as follows:

1. To identify students who may require different levels or types of programming as a result of their giftedness.

2. To provide specific information about incoming Grade 8 students to the Secondary Schools so that appropriate programming decisions can be made for them.

3. To create a tighter liaison between Elementary and Secondary E/G programming.

3.8.2 Process

A comprehensive referral form was devised by the E/G District staff. The intent of the form was to gather both subjective and objective data about the student so that a profile of his or her needs is available for developing appropriate programming.

Grade 7 teachers are asked to complete forms for students who have Special Enrichment Gifted needs. A Collaborative Approach with other School Staff, Area Counsellors and District Teacher-Consultants is encouraged.

3.8.3 Profile

The referral form which provides the basis for a student profile asks for information on:

a) general cognitive ability
b) specific talents, abilities
c) creativity
d) social-emotional needs/strengths
e) learning styles
f) task commitment

The form asks for data/documentation to support the referral. Such data may include:

1. Test results - achievement/cognitive ability/creativity.
2. Rating Scales
3. Student products
4. Anecdotal reports
5. Parent/Peer inventories
6. Student inventories
7. Records of Performance

Where objective data is not available teachers may wish to administer tests to those students they intend to refer.

3.8.4 Rationale for this format

It has always been a goal of the District E/G program to keep a K - 12 perspective. From this perspective it is necessary to have a transition/link between the Elementary and Secondary levels. There has been a frequently expressed need at the Secondary level for consistent information about incoming Grade 8's which would allow for Secondary E/G programming decisions to be made. Too often Secondary Schools could not identify special needs in the E/G area until the end of Grade 8. Consequently one of the goals of the Secondary Planning Committee was to recommend a referral process.

The process outlined in this document was approved by the Secondary Planning Committee and the Advisory Committee, as a way of meeting this need for a District process.

3.8.5 Rational for type of process selected

The idea of having an objective District Wide Cognitive Ability test as part of an identification process, was initially entertained.

However after consultation with Elementary Principals and with a District Assessment Committee, it was recognized that District wide testing would not be acceptable to many Elementary Schools.

It was therefore decided to institute a process which emphasized the gathering of multiple data, both subjective and objective, from the Elementary teachers. Mandatory testing would not be a part of this process, but schools were asked to include existing Test Scores (achievement tests) in the referral form. Information gained was aimed at providing the basis for I.E.P's at the Secondary level.

4.0 SCHOOL BASED PROGRAMING, K - 12

4.1 Considerations in Program Development

1. The District Goals and Objectives, (Section 3.1).

2. Ministry of Education Policy, Procedures and Guidelines for Gifted Education, 3.3.2.

3. The concerns raised by administrators and teacher staff, School District #68 (Section 5.1).

An examination of the above in conjunction with the E/G Advisory Committee, February 1987, established the following directions.

4.2 Desired Directions

1. The E/G program should continue ongoing efforts and support for regular classroom based enrichment, all schools;

2. Extension into gifted programming should also be District wide, and universal in concept;

3. The program should promote co-operative ownership among all staff members, resource specialists and parents;

4. Identification of gifted students should be simplified and defensible;

5. Ongoing in-service in enrichment and gifted education is required.

4.3 Underlying Concepts for programming:

1. Successful gifted programs grow out of the effective regular programs with which they co-exist;

2. Ongoing professionally sound in-service in all areas of enrichment/gifted eduction must be provided to all staff members in individual buildings as well as at District level;

3. The regular classroom teacher has a major role in E/G education;

4. Specialized services are needed to support the regular program, co-ordinate, conduct and monitor related activities;

5. Rather than being a selection process for "a program", identification is preparation for more effective instructional planning and services-programming is a planned response to the characteristics, needs and interests of the learner;

6. The most important considerations for programming are:

   a) Gifted programming is not just "a program"; it is the sum of all of the services that are provided to meet the needs of our students.

   b) Gifted programming is not merely special services and alternate activities in a separate program or resource room; it also involves the services that are provided to students all day, every day in the regular education program.

   c) Gifted students spend the majority of their school time in regular classrooms.

4.4 Significant Events

Background Information

Over the past four years, a number of events are significant indicators of program development. There has been a steady progression from the 1985-86 Enrichment/Gifted Committee struck to develop a philosophy and establish initial directions for Enrichment/Gifted Education, through to implementation of school-based pilot programs in 1989-90.

These important dates are outlined in the following table. The 5-Year Plan for E/G Education, which continues to be implemented, is included in full at the end of this section.

From these beginnings the present program has evolved.

4.5 Timeline Of Significant Events

Jan/Mar 1985	Enrichment/Gifted Education Committee
May 1986	Enrichment/Gifted Education Committee report Adopted by Board of School Trustees
June 1986	Appointment of .5 Resource Teacher, Enrichment/Gifted Education
Fall 1986	Informal survey of all Elementary Administrators and Staffs re desired directions
Feb. 1987	Formation of District Advisory Committee, E/G Education
Spring 1987	Development of School Based Model, Elementary
Spring 1987	Survey of Secondary Schools, as component of Secondary Enrichment and Gifted Programs Review (year long)
Spring 1987	Development of Catalyst Teacher Program, Elementary, District In-service component of School Based E/G Programming (ongoing) (Elementary)
June 1987	Increase District Staff from .5 FTE to 1.5 Resource Teachers, E/G Education
Fall 1987	Development 5-Year Plan, E/G Education (see p. 22)
Fall 1987	Secondary Review accepted by Board of School Trustees

Jan. 1988	Formation of Secondary Planning Committee (ongoing) as sub-committee of E/G Advisory Committee
March 1988	In-service of Secondary Contacts and Planning Committee Members
June 1988	2.0 Full Time Resource Teachers
Jan. 1989	Secondary Planning Guide accepted by Board of School Trustees forming basis of Secondary School Based Programs
May 1989	School Based Proposals accepted for funding of pilot projects, Secondary.
Sept. 1989	E/G programs implementation at all Secondary Schools, pilot projects
Sept. 1989	Funding in place for 10 days release time for Catalyst Teachers, 12 elementary schools, pilot projects
Jan.-June 1990	Formative Evaluation, Special Services Review, E/G Education

4.6 District Enrichment/Gifted Advisory Committee

4.6.1 Rationale

In June, 1986, when the Education Committee, Board of School Trustees, School District #68, accepted the Report of the 1985-86 Enrichment/Gifted Committee, it also recommended that a District Enrichment/Gifted Advisory Committee be struck.

4.6.2 Implementation

This committee was formed in November of 1987, under the Chairpersonship of Helen Webster, District Teacher-Consultant, E/G Education (see Appendix for a description of the Membership and Mandate). This is an ongoing committee, and although the personnel have changed over the past four years, each of the designated roles, with the exception of a Trustee, have been filled.

The Board of School Trustees declined to provide a member, asking instead to be informed of meeting dates. This has been, and continues to be done.

The Advisory Committee decided that it would be worthwhile inviting a student representative to take part after Enrichment/Gifted programming was in place in all district Secondary Schools.

Following the 1987 acceptance by the Board of School Trustees of the Secondary Enrichment and Gifted Programmes Review Committee Report, the Education Committee (Board of School Trustees) suggested that the proposed Secondary Planning Committee be formed as a sub-committee of the District Advisory Committee. This was done in January 1988 and the sub-committee continues to report at each meeting through its Chairperson, Claire Smith, District Teacher-Consultant, Enrichment Gifted Education.

The Advisory Committee plays a valuable role in implementation and support of Enrichment/Gifted Education. Through their efforts a District Statement of philosophy for Enrichment Gifted education, as per Objective A, their mandate has been developed, and the Advisory Committee continues to fulfill their mandate as outlined in Objectives C and D.

It is appropriate at this point to recognize and thank the people who have given so generously of their time.

4.6.3

Membership Role	1987	1988	1989	1990	1991
Elementary Teacher	Barb Samarin		Delores Mason	---------->	
Elementary Admin.	Ron Sandland, Arlene Scorer				
Secondary Teacher	Tom Hutton		Kim Slater	---------->	
Secondary Admin.	Judy Fraser	---------->			
District E/G Sec'y. Plan. Comm.	<----------	Claire Smith	---------->		
Area Counsellor	Micheline Cawley	-------->	Muriel Gustavson	->	

4.7 Enrichment/Gifted Education Five Year Plan

To facilitate program development and implementation, a Five Year Plan (1986 to 1991) was developed by the District Resource Teachers, now Teacher/Consultants, for Enrichment/Gifted Education. (see Table 4.7.1) The plan considered:

1. District goals, philosophies, procedures, etc.

2. Individual schools' goals, philosophies and procedures

3. Available resources, both human and material

The Five Year Plan provides a framework to facilitate program development at both levels, and ensures that District and individual goals, etc. are congruent and appropriate.

Table 4.7.1 FIVE YEAR PLAN

PROGRAM	SEPTEMBER '86 YEAR 1	1986-87 YEAR 2	1987-88 YEAR 3	1989-90 YEAR 4	1990-91 YEAR 5
332 Gifted Education	Implementation of E/G Committee Report -District Goals & Objectives -Service Delivery Model Advisory Committee Elementary Resource Teacher (0.5)	-Elementary Model Catalyst in-service - Elem. Resource Teacher (1.0)	-Ongoing Catalyst in-service. -Staff Development (Elementary) Elem. Resource ongoing (1.0)	-Develop Community Resource Component	-Expand Community Resource Program
Teacher				-Ongoing Elem. Catalyst in-service & new catalysts	-Expand Elementary Catalyst Program
				-Release time for Catalysts (school-based)	-12 Elem. Schools 0.1 FTE Staffing for E/G, School Based pilot programmes
	-School Contacts - Elementary	-Secondary Contacts	-Contacts Expanded (Elem. & Secondary)	-Elem. Catalyst teachers -Sec'y. Resource teachers or Co-ordinators-school based	
	-District Review of Secondary Programs	-Secondary Report Written - Recommendations to Board	-Recommendations implemented.		
	-Development of 5-Year Plan 1986-1991	-Secondary Resource Teacher (0.5)	-Secondary Resource Teacher (1.0)		
		-Secondary Planning Committee established	-Secondary Planning Committee Report & Guidelines to Board	-Phase 2 Sec'y. E/G Planning Committee	-Development of Mentor Program
		-I.B. External Evaluation	-Recommendation re I.B. to Board from Planning Committee		
			-Secondary Schools Proposal for Pilot Projects	-Revised I.B. Program School-based	
			-Initiate Parent Support Group	-Initiate Grade 7-8 E/G transfer process	
				-Pilot Projects - Elem. & Sec'y. implemented -mini projects - Elem.	-Pilot Projects reviewed - revised as necessary Long term options (3 yrs) established - Elem. & Sec'y.
				-District In-Service to E/G Contacts (Sec'y.)	
				-Evaluation of District Program	-Review recommendations - Establish 5 Yr. Plan (1991-96)

4.7.2 **Notes on Five Year Plan**

1) As a result of the External Evaluation of the International Baccalaureate program and subsequent recommendations re the I.B. to the Board from the Secondary Planning Committee, it was decided to change the status of the I.B. program from the only funded gifted program located at one secondary school to one of the options open to secondary schools. This allowed funding to be shared between schools to allow for greater opportunities for E/G at each Secondary School. The I.B. program has remained as one option at N.D.S.S. (see separate school reports).

2) The 1985-86 Advisory Committee Report included a Service Delivery Model that recommended gradual increase of staffing at District level to a total of 7.0 F.T.E. as part of a self-contained enrichment/gifted program approach. A survey of administrators and staffs throughout the District resulted in a shift from the planned pull out, regional Enrichment Centres approach, to a universal, inclusive, school based model. This approach is endorsed by the present Advisory Committee, E/G Education.

3. Although a number of elementary schools have developed community resource components within their school based enrichment/gifted programs, there has not been time to initiate this component at a District level, Elementary. It has been a successful aspect at District level, Secondary.

5.0 SCHOOL BASED PROGRAMMING, ELEMENTARY

5.1 Historical Background

In 1986, the Board of School Trustees approved the Report of the Enrichment/Gifted Committee 1985. A 0.5 FTE Resource Teacher was appointed and immediately began development and implementation of the program, focusing at the Elementary level for Year One. This implementation procedure included an informal survey of Elementary Administrators and staffs, formation of a District Advisory Community, and development of a network of E/G contacts at each school.

From the above were developed the programming considerations described in Section 4, District program.

5.2 Selected Models

The result of the collaboration of the E/G Resource Teacher, the Advisory Committee and the E/G Contacts, was the selection of two models that seem to address the District's needs and considerations.

The first model is the School Wide Enrichment Model: A Comprehensive Plan for School Excellence, J. Renzulli and S. Reis, (1985). The second model is the Individualized Program Planning Model, by D. Treffinger, (1985, rev.). Dr. Treffinger has combined both models, plus others, into a planning approach called Blending Gifted Education with the Total School Program, (1986). This strategy has been used successfully in both elementary and secondary schools in the United States, and Dr. Renzulli's work has been successfully implemented throughout North America.

5.3 Summary of Main Components

1. Definition of Giftedness

District definition plus the following:

Giftedness is a concept, not an easily measurable trait. It consists of three areas (as defined by J. Renzulli) and it is the interaction of the three areas, above average ability, creativity and task commitment that produces what we refer to as gifted behaviour. No area is more important than any other. It is important to remember that developing creativity and task commitment are goals of programming for giftedness, as these two areas may not be initially as obvious as above average ability.

2. Identification and Referral

The Catalyst teacher in-service included several sessions on identification and referral and the form used is based on the Renzulli definition. The use of multiple criteria is advocated for identification, but the focus is not on labelling the students; rather it is on assessing to develop a program suitable to the needs of gifted learners.

3. Program Options

Based on the considerations in program development (Section 4.0) and desired directions arising from these, it was felt that Enrichment/Gifted programming would be implemented most successfully in this District in the form of two strands, an overall District program plus school-based programs that reflected the philosophy, needs and desired directions of individual staffs.

The Catalyst teachers are the facilitators for such programming, matching District philosophy and guidelines to those of their schools.

1987-88-89 were preparatory years for this type of program. In 1989, 12 elementary schools each initiated a mini-project and in 1990-91, these 12 schools will begin to implement school-based programs developing from those initial projects. At the same time, 12 more elementary schools are using District services while building towards 91-92 when it is expected they will each receive .1 FTE staffing to implement school-based programming.

5.4 Enrichment/Gifted Funding, Elementary, School-Based Programs

1. In May of 1989, funding was allocated to 12 elementary schools to provide 10 days per year release time for those Catalyst teachers who had completed two years of Enrichment/District in-service.

2. Each school submitted an Action Plan for the use of this funding, to promote and support Enrichment/ Gifted education in their school. These plans were developed in collaboration with their staffs, and were to reflect the philosophy and needs of the individual schools.

3. These mini projects were implemented throughout the 1989 school year and evaluated in April 1990. (See separate school reports).

4. In June 1990, these 12 schools each received funding for 0.1 FTE staffing for Enrichment/Gifted Education, and will develop, in conjunction with District Staff and following the District framework and guidelines, programs for their schools for 1990 - 91.

5.5 Catalyst Teachers, Elementary: Programming for Giftedness

It was clear that successful implementation of a school-based, flexible program would require a strong in-service program for those teachers who would be responsible, along with District Staff, for Enrichment/Gifted programming in their schools.

To address this, the Enrichment/Gifted Resource Teacher established a Professional Development component as an integral aspect of Gifted Education, with the following aims:

1. Through whole staff in-service, to provide all staff members with information on definitions and relevant characteristics of giftedness.

2. Through consultations, to provide assistance and support for individual teachers and specific students.

3. Through District level in-service, to provide information on characteristics, needs, strategies and programming modifications for giftedness for all interested teachers.

4. To establish a District wide network of contact teachers for dissemination of information and materials and for feedback and monitoring programming.

5. To establish a school-based component consisting of catalyst teachers who are receiving in-service in:

i. definition and relevant characteristics of giftedness

ii. screening, identification, development of profiles

iii. curriculum strategies for the gifted

iv. implementation strategies in six areas of programming for giftedness

v. the role of the catalyst:

   a) as an advocate for programming for giftedness

   b) as a facilitator for staff development in gifted education, including School Based Team concept

   c) as a consultant within the school, sharing information and initiating referrals.

A constant in all of our implementation is the belief that:

1. All staff members should be familiar with:
   - definition and relevant characteristics of giftedness
   - appropriate teaching strategies and programming modifications that respond to the characteristics and needs of gifted students within the regular program.

and

2. Programming for giftedness should be the result of and promote, co-operative ownership among all staff members, resource specialists and parents.

6.0 SECONDARY E/G PROGRAMMING

6.1 Background

In 1987 a 0.5 Resource Teacher was appointed with a K-12 responsibility but with a specific focus to plan and implement Secondary Enrichment/Gifted programming. The course of the current E/G Secondary District program was influenced by a number of key decisions made over the past 3 years by the District Resource Teacher in conjunction with the District Planning and Advisory Committees.

A formal survey and report of the status of Secondary E/G programs in June 1987, provided the basis for the Secondary Review Committee's Report. In short, this survey revealed that Department Heads and Principals believed that in order to provide effective enrichment for their gifted students they needed the following:

1) Funding at the school level.
2) Guidelines from the District on how to establish differentiated curriculum.
3) Opportunities for each school to provide its own program - rather than the program being offered at one location.
4) Better understanding and awareness on part of staff (in-service, Pro-D).

6.2 Key Decisions

Based on this information gained from the District Survey and from current research in the field, two basic decisions were made in September 1987 by the District Resource Teacher. These decisions were made in consultation with the Elementary Enrichment/Gifted Resource Teacher and with the Assistant Superintendent of Special Education and Secondary Programs. The first decision was to recommend the formation of a Secondary Planning Committee. The second decision which was provisional upon approval of the Advisory Committee was to recommend adoption of a multi-option school-based approach to District Enrichment/Gifted Programming.

6.3 Rationale for these Directions

1. Secondary Planning Committee
   It was seen as crucial to involve all secondary schools in the planning and decision making process for E/G programming.

A .5 (in 1987) District Resource teacher working alone without school-based contacts in the secondary schools could not hope to provide effective programming for all gifted students. A more consistent, less ad-hoc way had to be found. Most teachers at secondary schools, without release time and with few E/G resources, were not motivated to attend in-service sessions at this time. Ownership by staff in programming directions was seen as a key concept in involving schools.

The formation of a Secondary Planning Committee was seen as a way of facilitating this. Decisions would be based on direct input and needs of schools. It was also hoped that members of the committee would become advocates and key staff in their schools for E/G Education. It was therefore planned to build in an in-service component into the Secondary Planning Committee meetings. In order to make informed decisions, the committee had to become educated in this branch of education.

2. Multi-Option, School-based approach (see diagram in appendix)

At the secondary level, this was seen as the most viable approach. Based on the complex multi-dimensional aspects of giftedness and on the many valid ways of providing effective programming, it seemed reasonable that:

(a) a number of options should be provided for students rather than one program (such as I.B. or A.P.)
(b) schools should choose the options best suited to the needs of their students
(c) the District should work collaboratively with schools to provide direction as needed to develop and monitor programming and to provide resources.

SCHOOL-BASED PROGRAMMING, SECONDARY

6.4 Secondary E/G Planning Committee - Implementation

In 1987 the Board of School Trustees approved the formation of a Secondary Planning Committee which would establish the following E/G Guidelines at the Secondary level:

1. An operational Definition of Giftedness
2. An Identification Policy/Procedure
3. A set of Guiding Principles for Curriculum

The Committee was composed of representatives from each Secondary School in each of four core subject areas as well as a Counsellor, Elementary teacher and District E/G Staff. The committee was chaired by the Secondary E/G Resource Teacher who also developed an in-service component for Committee members.

The result of the Committee's work was to establish a planning document to guide the development and implementation of E/G programming at the Secondary level (see Secondary Planning Guide, 1989).

6.4.1 Recommendations

Included in this document were recommendations to the board which would allow for school-based programming following District philosophy and guidelines and, an equitable distribution of available E/G funding to all Secondary Schools. Another major recommendation was for the development of I.E.P.'s for students with special enrichment needs (at the Secondary level)

6.5 Summary of Major Items in Document

6.5.1 Definition

Gifted students are those who by virtue of outstanding abilities are capable of high performance. Students capable of high performance include those who have demonstrated any of the following abilities or aptitudes (to an outstanding degree).

1) General cognitive (intellectual) ability.
2) Specific academic aptitude.
3) Creative or productive thinking.

The potential for task commitment in ability/interest area(s) should also be considered an important factor in the identification of giftedness.

6.5.2 Identification

The use of multiple criteria was advocated for identification of gifted students.

Also advocated, was a District assessment process for Gr. 7-8. In the guide this was seen as including District wide objective Data such as a Cognitive Ability Test.

The need for different areas of giftedness to be assessed was emphasized and a variety of instruments was recommended (see Referral Process Section 3.8 for changes to this).

6.5.3 Principles for Differentiating Curriculum:

Based on current research, these are explained in the District Secondary Planning Guidelines and are expected to be adhered to when developing E/G Curriculum.

6.5.4 Program Options

Based on research and both philosophical and pragmatic considerations, a number of viable options were recommended for programming. These included homogenous enriched classes offering a differentiated curriculum, e.g., "Honours" Classes, the Advanced Placement, the International Baccalaureate Program and an interdisciplinary elective. Other models recommended were Renzulli's Triad, and Betts Autonomous Learner Models. Options such as Mentorships and Directed Studies were given as well as Extracurricular programs (Odessey of the Mind, Future Problem Solving, Junior Great Books, Debating etc. For complete list see report in Appendix)

6.5.5 Individualized Education Plans

The guide stressed the importance of I.E.P's for gifted students and indicated how these should be drawn up, if possible at the beginning of Gr. 8.

6.6 Results of Recommendations of E/G Secondary Committee

1. Each Secondary School was allocated E/G funding based on student enrolment.

2. Each school wrote a proposal in Spring 1989, based on Choices from the Planning Guide, which would fit their school's philosophy and operation.

3. Proposals were examined and approved by the Secondary Planning Committee and Special Services Office. Plans were built into the proposals for evaluation (see School Based Evaluations).

4. Pilot projects were implemented in September 1989, - and evaluated in June 1990 (see School self-evaluations).

5. A District referral process was established for students moving from Gr. 7 - Gr. 8. Grade 7 teachers worked with District staff to provide diagnostic information on the Special Enrichment - Gifted needs of some students. The information was given to Secondary Schools and formed the bases of I.E.P's at Grade 8.

6.7 Current Status of E/G Secondary Planning Committee

In the 1989-90 year the role of the Planning Committee became as much an implementation group as a planning committee.

Each member of the current committee who represents a Secondary School is now directly involved in providing E/G Education at his School. The Committee is also then a core group of E/G Resource teachers and School-based contacts.

The Professional Development Component of the Committee continues to be an important one. Members have participated in in-service activities both as recipients and providers of in-service. Committee members are involved in planning in-service for next year. This will include scheduled sessions organized for members by the District Resource teachers, as well as in-service for "target groups" of teachers in schools.

The Committee has also evolved into a supporting and monitoring role for the School-based programs and for the School-based Resource Teachers.

7.0 CONSTRAINTS AND STRENGTHS OF DISTRICT PROGRAM

The Committee believed that the District Teacher-Consultants, Enrichment/Gifted Education should prepare an overview of the weaknesses and strengths of the District/School Based Programming Approach described in this document (Objective 1.5.2.[5]). While this analysis has been prepared from the perspective of District Staff, the conclusions have been reviewed and are supported by the Internal Evaluation Committee, and the recommendations were developed by the committee as a whole.

While "constraints" and "strengths" of the program generally apply to both levels, i.e. K-12, some strengths are more apparent at one level than another or are somewhat different in nature because of the differing needs of Elementary and Secondary schools. Similarly, there are difficulties that are noted more at one level than the other.

Some strengths more specific to either the Elementary or Secondary programs are therefore also described.

7.1 Perceived Constraints of Program

1. E/G personnel, both District and school level, are spread too thin.

2. Transfer of Catalyst/Resource teacher may leave the school without a facilitator.

3. Staff turnover means there is a constant need to in-service new teachers.

4. Time for E/G/ in-service has been at a premium in the last two years and will continue to be a concern due to other legitimate demands on teachers time.

5. This approach requires whole staff and administrative support for success in such an integrated approach.

6. The reluctance of some classroom teachers to participate in the referral process, and/or to be involved in development of I.E.P. for each referred student, makes it difficult to develop and monitor I.E.P.'s.

7. Implementation of this program takes a long time; unlike self-contained programs for students with gifted abilities, this program must be gradually developed and integrated into the fabric of the school.

8. The program is neither tightly structured nor highly visible.

9. Options developed may not provide time for students with gifted abilities to be with intellectual peers.

10. The identification process is not as formalized as in self-contained programs.

11. An enrichment/gifted approach may lead to over emphasis on enrichment and not provide enough time for students with gifted abilities.

12. The possibility of funding going to other than E/G areas is a concern in a school-based approach.

13. There is the possibility of confusion surrounding differentiation of curriculum in regular classrooms.

7.1.2 Difficulties Specific To Levels

1. Elementary

At the elementary level, the sheer number of schools makes it difficult to maintain program consistency in a school-based approach. The assignment of funding for staffing has been slow and it is hard to maintain enthusiasm for E/G programming when it must be done on a volunteer basis, especially in todays climate of massive change and other legitimate demands on teachers' time. To date, the program has been facilitator (Catalyst teacher) driven and the District transfer process has resulted in some schools that have committed time and energy losing their Catalyst Teacher and thus their "program". This will change in 12 schools this year. (see Section 3.4, 3.1.3)

2. Secondary

While there has been a significant growth in Secondary attendance at E/G in-service sessions, it has not proved feasible yet to have concerted School-based staff development projects in E/G. Lack of time, other program demands the "subject specific" orientation of Secondary Schools and grade re-organization have not made Staff Development in this area a high priority. For similar reasons, development of differentiated curriculum for Honours Classes on a "school-wide" basis has had to move slowly, although individual teachers and departments are gradually developing differentiated curriculum for individual students and classes, in consultation with district E/G staff. While school-based funding has generally been very appropriately used for E/G education, it is open to being absorbed into general staffing costs, if the school administration is not committed to the E/G Program. Another concern about funding, is the process of ordering through Special Services Office which the schools see as a cumbersome process. Schools would like to have direct control of their portion of the funding.

3. Role, District Staff

A final concern arises from the somewhat ambiguous nature of the role of District Staff for Enrichment/Gifted Education. The program is large in scope if not in numbers or dollars. It involves a wide variety of options, diversity of programs, varying levels of involvement of many teachers and students. It is complex and demands time, energy and commitment from all involved. The two Teacher/Consultants Enrichment/Gifted Education are charged with the responsibility of initiating, developing, supporting, maintaining and implementing this program without being invested with any real authority to do so. Everything done depends upon co-operation and good will. When this is not forthcoming, there is no E/G program.

7.2 Perceived Strengths of Program

1. There is school-based ownership of program.

2. School-based Catalyst and Resource teachers are committed to the program.

3. This approach allows for a District perspective as well as a school-based perspective.

4. There is a collaborative team approach between District and School staff.

5. The consultative role of District Staff is a valuable one.

6. There is positive parent support.

7. School-based and district in-service has been provided and facilitated.

8. Classroom teachers are involved in the program.

9. The program is inclusive rather than exclusive and is not perceived as elitist.

10. A transition referral process from Grades 7 to 8 is in place District wide to identify students with enrichment-gifted needs.

11. The identification process stresses students' needs and provides an holistic student profile on which to base programming.

12. Counsellors have been involved in providing for the specific affective needs of students with gifted abilities, e.g. perfectionism or underachievement.

13. The district staff positions have allowed for dual perspective of Elementary and Secondary and facilitated transition between the two levels.

14. The program results in multiple options at school and District level.

15. The District co-ordination encourages networking and sharing between schools.

16. Enrichment/Gifted events and activities can be organized (at District level) for a number of schools.

17. The program has District support in:
    1) Staffing
    2) Resources
    3) School-based funding

7.2.2 Strengths Specific to Levels

1. Secondary

a) Multi-option programming

-Following on from the Board's acceptance of the Secondary Planning Committee's recommendation (see appendix). A multi-option school based approach to programming was implemented at the Secondary level. Each school has chosen a program to fit the needs of the school and its students. A number of programs and provisions have emerged over the past year. In some cases existing programs are being strengthened. There is a healthy awareness and sharing of ideas between schools as they try the different options. School-based Resource teachers and District Staff meet on a regular basis to plan and co-ordinate efforts. As well as specific program models such as Betts Autonomous Learner, Advanced Placement, or Renzulli's Triad, a start is being made and to consistently provide I.E.P.'s for each student referred from elementary through our new transition process.

b) Resources

A particular strength at the Secondary level has been the allocation of resources especially over the last year.

Money was obtained with Board approval for re-distribution of funding to allow each school to have a school based staff person and purchase materials to support programming. Money has also been available at school's discretion to fund release time for staff to attend in-service.

c) Community/Out of School Resources

There has been an increased awareness of and participation in Enrichment activities for students since the inception of the program. The E/G Program has been responsible for finding and organizing resources and activities within the local community and the province [and occasionally beyond]. Individuals, groups and whole classes have been enriched by such sources as mentorships, mini-courses and visits with College Departments and Universities, class visitations from professionals and experts from the community and stimulating field trips in special interest areas. These enrichment sources are for the most part open to all students who display a keen interest but they provide an especially appropriate opportunity for students with gifted abilities. Those opportunities which go beyond the school setting have provided a rich interaction between the student and the community. Another result has been the increased awareness of and communication with post-secondary institutions. We have also encouraged student liaison between schools - matching up appropriate students at the Elementary and Secondary levels for a mentorship arrangement in areas of strength.

2. Elementary

a) Elementary Classroom Teachers

There are also several areas of strengths specific to the elementary program. The first is the openness and willingness of the regular classroom teachers to respond to the needs of their students for enrichment, and specifically to work towards meeting the needs of students with gifted abilities. District Staff are welcomed within these classrooms to work in collaborative partnerships with regular classroom teachers. The benefits of this cooperation is evidenced in service to the students.

b) Enrichment/Gifted Catalyst Teachers

This group of teachers and administrators has worked with District Staff since the program's inception, acting as advocates for enrichment for all students and for the special needs of students with gifted abilities, as well as providing materials and expertise to their staffs.

c) Central Vancouver Island Gifted Childrens' Association

An interested and supportive Parents' Association is a strength of this program.

3. Both Levels

a) Philosophical Agreement
The program has developed in response to the desired directions of staffs and administrators. There is therefore a strong philosophical match between Enrichment/Gifted Education and school philosophies. As a result, the program is integrated into the life of the schools.

b) District Co-Ordination
At both levels, the role of the District Staff Teacher Consultants has made possible co-ordination, planning and monitoring within and between schools. A network is developing; ideas and resources are shared, support is available. Additionally, the K-12 focus is maintained and strengthened at both District and School level.

7.3 Recommendations

1. That a role description be developed by District Staff, E/G education clarifying the functions of the school-based Resource-teacher/catalyst teacher.

2. That wherever possible the person selected to fill the role of school-based resource teacher/catalyst exhibits philosophical commitment to the Program and demonstrates willingness to fulfil the role description.

3. That when selecting the staff person for the school-based E/G position, a procedure be followed similar to that followed when placing other special education personnel (eg. learning assistance teachers). This procedure should include an interview process to determine the extent to which the person is cognisant of and committed to the goals of the District and School E/G program.

4. That District Staff E/G Education, be available to assist in the Selection process, (recommendation #3).

5. That the roles of the Enrichment/Gifted Teacher/Consultants, District Staff, be examined in light of the discrepancy between expectations of the position and the feasibility of carrying them out within the present designation of Teacher/Consultant.

6. That the present level of staffing at District level be maintained.

7. That administration and staff, both District and school level, provide visible support to the Enrichment/Gifted program.

8.0 QUESTIONNAIRES TO STAFF

8.1 Rationale:

Enrichment-Gifted District Staff provide services to schools in the following major areas:

i. Direct service to students
ii. Consultation to staff
iii. Information dissemination
iv. In-service.

In addition the district staff work collaboratively to support school based E/G Resource teachers and Catalyst teachers. The questionnaires were designed to evaluate the effectiveness of each of these areas of service.

8.2 Description:

The questionnaires posed five questions in the first section to teachers at the school. The respondents were asked to indicate their level of satisfaction on a scale of 1-5, "1" indicating a low level and "5" the highest. Questions asked for satisfaction in:

i. In-service provision: District, School, Out of District
ii. Information dissemination
iii. Direct service to students
iv. Consultation to staff
v. General approach of E/G District Staff

Comments were also requested.

8.3 Process:

Questionnaires were distributed to School Staff:

i. who had used E/G Service
ii. who were designated E/G personnel

Ninety-nine questionnaires were returned to the Team. Responses were tallied according to level of satisfaction indicated for each questions. Comments were also collated and organized according to categories which emerged from the comments.

8.4 Results:

The following is the Statistical Data obtained from Staff Questionnaires:

Question 1

In-Service Provision:

i. District Level: number of responses = 84

Level of Satisfaction	Percentage of Respondents
5	18
4	29
3	27
2	9
1	4

ii. School-based: number of responses = 88

Level of Satisfaction	Percentage of Respondents
5	18
4	32
3	31
2	7
1	6

iii. Out Of District: number of responses = 48

Level of Satisfaction	Percentage of Respondents
5	11
4	26
3	36
2	16
1	6

Question 2

Information Dissemination from District: number of respondents = 92

Level of Satisfaction	Percentage of Respondents
5	11
4	26
3	36
2	16
1	6

Question 3

Direct Service Provided to Students: number of respondents = 86

Level of Satisfaction	Percentage of Respondents
5	22
4	40
3	26
2	11
1	2

Question 4

I. Consultation Service to Staff: number of respondents = 87

Level of Satisfaction	Percentage of Respondents
5	23
4	43
3	22
2	8
1	5

Question 5

General Approach of E/G Staff to Service Provision

Level of Satisfaction	Percentage of Respondents
5	31
4	32
3	21
2	7
1	1

On the Additional Section for E/G Pers nnel - School-based only:

Question 6

Program Planning

Level of Satisfaction	Percentage of Respondents
5	33
4	37
3	26
2	-
1	3.7

Question 7

Co-ordination of Services

Level of Satisfaction	Percentage of Respondents
5	41
4	33
3	22
2	-
1	3.7

Question 8

Support to you in your role

Level of Satisfaction	Percentage of Respondents
5	50
4	34
3	7
2	-
1	3.6

8.5 Comments From Questionnaires - Staff

A. Staff were also asked to add any comments on any aspect of District E/G Service/Program. These comments fell into several categories which were used as the basis for sorting comments. These topics were: In-service, Resources, School-based E/G Staff, the Program Operation, Adequacy of Time and "Other". Once the general category or topic was determined, comments were further interpreted as "positive" or "negative". The percentage of responses falling into each category have been recorded as well as the percentage in each Category that were deemed "Positive" or "Negative". In addition, representative comments are recorded, both "negative" and "positive", where this is applicable.

	Topic:	% of Comments	Positive %	Negative %
i.	In-Service	8	60	40

"Classroom teachers may need specific training for [gifted] kids they are working with. This may need to be done with release time."

"The Science/Math E/G workshop I attended was excellent. I used several ideas in my Math Honour Class."

		% of Comments	Positive %	Negative %
ii.	Resources	11	71	29

"I appreciate the materials and advice so promptly made available."

"I'd like more newsletter information to be provided. I'd like to know more about materials available."

		% of Comments	Positive %	Negative %
iii.	School-based E/G Staff	11	100	-

"School based E/G Contact has given us some very interesting and useful ideas and workshops."

"Excellent Resource person for enrichment at our school."

		% of Comments	Positive %	Negative %
iv.	District - E/G Staff	17	100	-

"The District E/G service in my class was a source of encouragement and inspiration ..."

"I cannot speak highly enough of the commitment and energy of the two District Teacher-Consultants."

		% of Comments	Positive %	Negative %
v.	Operation of Program	18	55	45

"School-based [program] success depends on the staff of a school."

"If the staff isn't committed to an E/G program, in-service is not valuable."

"This was my first contact with E/G re. a specific student. I was very pleased with the resulting plans, etc."

		% of Comments	Positive %	Negative %
vi.	Time for E/G	20	0	100

"Time is required between E/G teachers and classroom teachers [for consultation]."

"Not enough time for E/G."

		Total % of Comments	Positive %	Negative %
vii.	Other	3	50	50

"Better budgeting system required and better system for planning enrichment opportunities."

"Have had little opportunity to deal with really gifted kids. Most need remedial help."

B. Comments from E/G School-based Personnel

Comments from E/G staff were recorded. A representative sample of comments follow: (referring to the district service)

"Very useful, a support service we need."

"I appreciate the excellent/thorough in-service [catalyst] training."

"District teacher has met with me on a weekly basis. Her insights and assistance have been invaluable."

"More time needed for planning."

8.6 Staff Responses

The responses indicate a high level of satisfaction in Provision of Inservice within the District, with the majority at 3 or above. Fewer staff members replied to the Out of District Inservice questions, though again the satisfaction level was 3 or above.

Moderate satisfaction is indicated in the area of information dissemination.

A high level of satisfaction is indicated for Question Three, with the largest number of respondents, 62 of 86, recording levels 4 or 5. Since direct service to students requiring enrichment and/or programming in response to needs arising from giftedness is a core function of District Staff, this is an important positive response.

Similarly important is the high number of teaching staff throughout the District, 66 of 87 respondents, indicating 4 and 5 levels of satisfaction with the consultative, collaborative planning service provided by the District Teacher/Consultants. These two aspects of the program, direct service to students and support for school staffs are crucial to the programs success.

Clearly tied to the above is the working relationship between District Staff, E/G and the school-based E/G personnel. The responses from these people are also at satisfied to highly satisfied levels. A key factor, support to school-based E/G staff in their role, showed 84% of respondents at levels 4 or 5.

Although the majority of representative comments are positive and supportive, there are some areas of concern.

Staff members stressed the importance of a committed school staff to program success, and indicated that lack of time is an on-going problem.

8.7 Conclusions/Comments

It can be concluded from the above that the Enrichment/Gifted program is successful in the key areas of: direct service to students with gifted abilities; consultation with and support for both regular classroom teachers and school based personnel; provision of inservice at District and school levels.

There is a need for continued emphasis on building support and commitment to enrichment/gifted programming within individual schools. Attention must be paid to improving dissemination of information about out of district opportunities for inservice, and materials and resources available through the District E/G Office.

Provision of time is always a two edged sword in education. The survey indicates that teachers feel a need for more inservice, consultation and planning time. At the same time, they indicate a need for more time to be spent with those students requiring differing levels of enrichment and/or programming for gifted abilities.

8.8 Recommendations

1. That the two District Staff Enrichment/Gifted Teacher Consultant positions be continued.

2. That the consultative/collaborative model be maintained.

3. That the professional development component of the program be continued with emphasis at school level on building staff support for E/G programming.

4. That a system be devised to improve the dissemination of information and materials throughout the District through the allocation of funding for a part-time clerical position for the E/G program.

9.0 ADMINISTRATIVE OFFICERS QUESTIONNAIRE

9.1 Background

The questionnaire was sent to 18 administrators in School District 68, chosen on the basis of their schools having been allocated funding for Enrichment/Gifted Education in 1989. Each of the six Secondary schools received District funding on a per capita basis, and twelve elementary schools had available District funding to provide ten days of release time for the school based Catalyst teacher. Three of the elementary schools, because of internal difficulties involved in using substitutes for release time, were unable to use all of the allocated time.

9.2 The Questionnaire

The questionnaire was designed to reflect both the goals and objectives of the District program and the current initiatives in the multi-option approach to Enrichment/Gifted programming employed in the District. The Evaluation Committee believed that an interview format with open-ended questions would allow the Administrators to develop more in-depth answers that would be of great value in a formative valuation. The questionnaires were sent to the Administrators one week previous to the interview, and each member of the Committee interviewed a number of administrators.

9.3 Organization

With the exception of Question One, Philosophy, Question Eight, Constraints, and Question Ten, Transition process, the responses are organized to show percentages of total responses in categories of YES, (POSITIVE), PARTIAL, AND NO, (NEGATIVE).

9.4 Questions and Results

1. How does the program option that your school has chosen fit the philosophy and goals of your school?

The responses to question one were, with one exception, positive, as reflected in the following representative comments. Numbers in parentheses indicate frequency.

- An aspect of the school's commitment to meeting the special needs of individual students and developing each student's abilities and potential. (8)
- Important to see giftedness as multifaceted. (4)
- Important to provide enrichment to all students. (4)
- Important to integrate Enrichment/Gifted services into total school program. (3)
- Teaching of thinking skills and cooperative learning valuable enrichment strategies for all classes. (3)

---

2. To what extent are the E/G program expectations at your school being met?

YES, COMPLETELY 56%
"highly motivated teachers"
"excellent beginning, we're building on it."
PARTIALLY 22%
"a modest success."
"unevenly accepted by staff".
NO, NOT BEING MET 22%
"proposal too ambitious, release time not working".
"need more time, inadequate staffing."

---

3. Has allocation of school based staff time been appropriate in terms of:
   a. adequate time

YES 59%
"excellent organization on part of school based person."
"adequate for what we attempted to do...a beginning".
PARTIALLY 21%
"better than before"
"difficult with sub. release time"
NO. 23%
"District must commit to staffing"
"too many other things to do"

b. Appropriate use of time?

YES 72%
"outstanding work of school based person"
"excellent use of time."
PARTIALLY 22%
"reasonably well used"
"not enough time for staff expectations"
NO. 6%
no comment.

---

4. Has the funding available been well spent to support E/G program goals?

---

a) At the District level:
Half of the administrators commented that they were unable to respond as they felt that how funding was used at District level was beyond their realm of responsibility. The remainder stated that from what they knew, they felt that the funding had been well used.

b) At the School level, comments were as follows:
YES 63%
PARTIAL 37%
"too soon to comment"

---

5. Have the concerns expressed in the following areas previous to implementation been addressed by current District initiatives?

A. Release time for Inservice
YES 100%
"care must be taken not to overload Pro-D"

B. Training in Differentiated Curriculum
YES 40%
PARTIALLY 44%
"started to address concerns"
"need to focus more on Intermediate level"
NO. 16%
No Comment..

C. Resources and Materials

YES 57%

"a good beginning made here"

PARTIALLY 21.5%

"need more in all areas, but appreciate what we got"

NO. 21.5%

"need much more for classroom teachers"

D. Staffing

The responses in this area necessarily reflect the discrepancy between secondary schools, each of which has funding available for staffing, and elementary, which have not had any staffing assigned.

YES 37.5%

"made it possible to get programming started"

PARTIALLY 37.5%

"the release time has been appreciated, but staffing must be assigned"

NO. 25%

"must be built into staffing formula"

"impossible to build program on release time"

---

6. Inservice has been provided at both District and School level through:

A. Availability of District Staff

YES 100%

"always available and appreciated"

B. Allocations of Funds

YES 88%

"will need more inservice, funding as program grows"

NO. 12%

"more should be allocated to school level inservice"

C. Sufficient

YES 56%

"all teachers do not take advantage of what is available"

"already a Pro-D overload with competing programs"

PARTIALLY 6.5%

"teacher insecurity blocks enrichment"

"would like a years advance notice to allocate dollars"

NO. 37%

"more inservice required"

"need more, especially at school level"

"more needed as staffs gradually change ideas about Enrichment/Gifted"

D. Appropriate

YES 87%

"terrific"

"been good, no changes"

"just keep doing it"

PARTIALLY 6.5%

"staff has difficulty attending sessions"

NO. 6.5%

"should be more specific to classroom teachers needs"

---

7. Has awareness and understanding of the need for enrichment and the needs of gifted students increased for your staff since the inception of E/G programming?

YES 88%

"awareness is definitely there"

"teachers identify students, welcome school based person's efforts"

"there is more understanding, just keep it up"

"very much so"

"definitely"

PARTIALLY 12%

"awareness yes, understanding? I'm not sure"

"some peoples perceptions of giftedness need to be changed"

"has been an upswing, now a decrease - multiple staff changes"

NO 0.0%

8. What do you see as the (remaining) major constraints to the E/G program's success in your school?

The responses to this questions were grouped into the following categories

Time and Energy Demands	(15)	47%
"too much Pro-D"		
"too many demands on teachers time"		
"too many new programs"		
Human and Material Resources		
"insufficient/non-existent staffing"	(10)	31%
"funding insufficient/insecure"		
"inadequate facilities"		
Staffing Concerns (Elem.)		
"availability of experienced catalysts	(3)	9%
"too much depends on individual catalysts strengths"		
"transfers disrupt team building"		
Philosophy (Secondary)		
"don't like losing "good" students	(4)	13%
"gifted programming is 'elitist'"		
"lack of parent understanding and support"		
TOTAL	32	100%

9. Do you feel that the current Enrichment/Gifted Program, ie., School based options coordinated and supported at District level, K-12, is an appropriate one for District 68? Please comment.

YES 94%

"definitely, the only approach I would support"

"opportunities for schools, appropriate"

"need the District Coordination"

"works well with support"

PARTIAL 6

"too much being asked of schools"

10. Please comment on the Grade 7-8 Transition Process. What changes, if any, would you recommend?

---

10. Representative categories and percentages of the total are as follows. Each administrator made comments in a number of categories.

- Better communications between levels necessary for the process to work.	(13)	30%
- Form is too long.	(8)	17.5%
- Elementary teachers don't know enough about secondary programs	(8)	17.5%
- Process has been useful, a good idea.	(5)	11%
- Grade 7 teachers need more knowledge about giftedness to fill out form.	(5)	11%
- Secondary level feels Elem. schools not providing enough information about students	(3)	7%
- Feedback from Sec. to Elem re program decisions should be part of process.	(2)	4%
- Referral form raises unrealistic expectations at both levels of what Sec. schools can do for Gr. 8's.	(1)	2%

9.5 Administrators Responses

From the responses on the administrator's questionnaire it appears there is a philosophical agreement with the kind of program developed in this district. Nearly all respondents feel the E/G program at their school tied in well with the school's philosophy. Ninety-four percent agreed with the program direction of school-based options supported and coordinated at the District level.

The general response to resource allocation to schools indicated that 80% were satisfied with the available resources including services of District E/G staff, school-based E/G staff, in-service provisions. At the Secondary level there was an appreciation of the new school-based staff positions and the money available for E/G materials and activities. One exception to the overall satisfaction was at the Elementary level where a number of respondents (constituting 25% of the entire group responding) thought that Elementary Release time with substitutes was not an adequate way to meet the E/G needs in the school.

Although the majority of respondents were satisfied with the amount of in-service there was a concern that staff did not always wish to take advantage of in-service either because of other Pro-D demands or because E/G was not seen as the priority. However, 38% of respondents thought more Pro-D would be needed as programs "take off", 88% believed that the "awareness" level on their staff had increased significantly.

The major concern expressed by administrators was the time and energy staff needed to commit to the E/G program in the midst of all the other demands on staff.

The new grade 7-8 transition process, met with mixed response. While some indicated it was a good idea, most comments reflected the need to improve the process. The majority of comments point to insufficient communication between Elementary and Secondary levels. There is also a concern at the Elementary, that Secondary Schools will not follow up on the referrals with programming.

9.6 Conclusions/Comments

There seems to have been an accurate assessment by District E/G Staff as to the kind of program that will be acceptable to Schools. Support for programming is an essential factor in successful implementation.

The need for more elementary staff time has been partially addressed as of September 1990, but the need has not yet been fully met.

There is generally an appreciation of the resources committed by the District to E/G and a sense that the program is being supported in a credible and concrete way.

There is a real concern on the part of administrators that staffs are under a great deal of pressure re all of the demands on their time: grade reorganization, Year 2000, school accreditations and inservice in a number of areas as well as Enrichment/Gifted.

Ways need to be found to provide in-service without overloading staff.

There needs to be better communication between Elementary and Secondary Schools to facilitate the transition process, and the process itself needs to be streamlined.

9.7 Recommendations

1. That the present Enrichment/Gifted Program, District and School-based Options be continued.

2. That the present level of funding for resources for Enrichment/Gifted Programming be maintained.

3. That funding be allocated at the Elementary School level to provide 0.1 FTE staffing at an additional 12 elementary schools.

4. That additional funding be made available in the next 2 years to increase the level of staffing at elementary schools with a student population above 250 to 0.2 FTE.

5. That in-service for E/G continue at its present level for school based resource teachers/catalysts.

6. That in-service for all staff, E/G education be continued, but be integrated wherever possible with Year 2000 In-service, and/or with subject area enrichment workshops.

7. That communication between Elementary and Secondary levels be increased.

8. That the E/G Grade 7-8 transition process be continued and streamlined.

9. That I.E.P's for students with gifted abilities be developed at the Secondary level.

10.0 REPORT OF THE GIFTED CHILDRENS' ASSOCIATION CENTRAL VANCOUVER ISLAND

10.1 Rationale:

In addition to ongoing communication with parents of students referred for enrichment/gifted programming, a 1989-90 goal of the present E/G program was the establishment of a local chapter of the Gifted Childrens' Association of B.C., a support group for parents of bright and gifted children. (see Goals and Objectives, 3.17, 3.24) The Nanaimo group, called the Central Vancouver Island Gifted Childrens' Association was formed as a result of District initiatives: we continue to support this group through provision of information and materials and presentations upon request. The current President of C.V.I.G.C.A. is a member of the District Advisory Committee for Enrichment/Gifted Education.

10.2 Process:

For purposes of this evaluation, the President of the G.C.A. was interviewed by a member of the Internal Team, by telephone, and asked to present in written form, an evaluation of the District Enrichment/Gifted program from the perspective of the Parent membership.

10.3 REPORT OF THE CENTRAL VANCOUVER ISLAND GIFTED CHILDREN'S ASSOCIATION

Cathy Martyn, President, May 1, 1990

Most of the parents in the group have children at the Elementary level so our input and concerns are from that point of view.

We think the following are good ideas, and would really like to see them happening in all schools, not just some.

- counsellor involvement
- Renzulli Triad based, school wide enrichment
- Individual Education Plans
- Mentorships
- Subject acceleration
- Support materials
- Creative and Critical Thinking
- Independent Study skills
- Enrichment Pull-In groupings
- Enrichment Materials Fairs
- Junior Great Books
- Direct service to students from teacher-consultants
- Consultation services to teachers
- Direct Inservice to teachers
- Elementary - Secondary referral process

The following are ideas we see working that we feel very positive about:

Individualized Education Plans--working well for those students involved.
Catalyst teachers--this concept is working well in most schools.
Mentorship programs--an idea we really support and would like to see happening more as it is not always easy to find academic peers for very bright students.
Counsellor involvement--very important to include counsellor in making program decisions and changes as they can provide insight into social/emotional needs of gifted students. Subject

acceleration-very important in order to avoid boredom in the classroom.
Creative and Critical thinking--excellent skills to be learned by all class members, especially useful for gifted learners.

The following are areas where we have concerns:

A. Communication:
classroom teacher, District teacher, and parents.
1. misinformation
2. delay in initiating referral, delay in follow-up in communicating to **THE PARENTS.**
3. confusion, parents often don't know what's happening.
4. difficulty in getting information from schools; parents feel frustration about who to talk to, buck passing.

B. Catalyst Teachers,
1. parents don't feel catalyst teachers are visible in all schools,
2. parents don't feel that they should be responsible for identifying their children as gifted, as it seems to us we are.

C. Classroom Teacher
1. parents often have a hard time convincing their child's teacher of child's abilities
2. Children who are already on IEP's set up by District teachers or Catalyst teachers are not followed through on by classroom teachers
3. Independent project work not supervised enough.

D. Programming
With a 13,000 student population base, is there no place for a pull-out program? We think there could be. We feel our children are not being challenged enough. Parents feel that teachers are professionals. We trust teachers to provide the best for our "special children", and we sometimes find that by trusting and waiting for things to happen, nothing is happening.

SUMMARY

We appreciate all the work that is being done in Enrichment/Gifted Education in School District #68, and would like to be of help in encouraging the growth of these very important and necessary programs for gifted children. We are very pleased with the work that is being done in our District for gifted children. We realize that the Year 2000 Document is bringing a lot of changes to the present system. We look forward to the full implementation of the Program. In the meantime, we are very encouraged by the programs we see now and those that are in the making for next year.

Cathy Martyn
President, G.C.A.
Central Vancouver Island Chapter

Cathy Martyn

10.4 Response to G.C.A. Report

The positive and supportive tone of the Report received from the parents group reflects their relationship with school staffs and the District E/G program in total.

Their questions are legitimate and as the E/G program continues to develop within the schools, we will attempt to address these concerns.

Communication is important. As an aspect of the new role of parents in the school, noted in the 1989 School Act, parents are encouraged to become partners with educators in their child's education. This means that parents involvement in provision of information is vital to a teacher's full understanding of a student. While parents are not expected to identify their children as requiring gifted programming, the information they provide may be crucial to the educators recognition of the special needs of these students. At the same time, it is evident that District Staff, and school based E/G personnel need to inform parents more often about the programming options being employed for their children.

The query re pull-out programs is being partially answered in schools throughout the District. Some school-based programs are employing a pull-in model as a component of their programs. However, there is no support at this time for a District wide, self-contained program for students with gifted abilities. (See Section 4.0, School Based Programing, K-12).

The Parents Group is recognized as an important support group for Enrichment/Gifted programming in S.D. #68. We appreciate their help and input. The willingness of their President to serve on the District Advisory Committee provides a further channel for communication.

10.5 Recommendations

1. That staff and administrators continue to remain open to parents concerns re the needs of students with gifted abilities.

2. That school based and district E/G staff keep parents informed about E/G options for their children.

3. That parents continue to take an active role in supporting Enrichment/Gifted programming for their children.

4. That parents continue to educate themselves about the needs of students with gifted abilities and about the philosophy and goals of the Enrichment/Gifted Program in this District.

5. That the Central Vancouver Island Gifted Children's Association encourage membership of parents of Secondary School age students in their association.

7.3 Recommendations

1. That a role description be developed by District Staff, E/G education clarifying the functions of the school-based Resource-teacher/catalyst teacher.

2. That wherever possible the person selected to fill the role of school-based resource teacher/catalyst exhibits philosophical commitment to the Program and demonstrates willingness to fulfil the role description.

3. That when selecting the staff person for the school-based E/G position, a procedure be followed similar to that followed when placing other special education personnel (eg. learning assistance teachers). This procedure should include an interview process to determine the extent to which the person is cognisant of and committed to the goals of the District and School E/G program.

4. That District Staff E/G Education, be available to assist in the Selection process, (recommendation #3).

5. That the roles of the Enrichment/Gifted Teacher/Consultants, District Staff, be examined in light of the discrepancy between expectations of the position and the feasibility of carrying them out within the present designation of Teacher/Consultant.

6. That the present level of staffing at District level be maintained.

7. That administration and staff, both District and school level, provide visible support to the Enrichment/Gifted program.

8.8 Recommendations

1. That the two District Staff Enrichment/Gifted Teacher Consultant positions be continued.

2. That the consultative/collaborative model be maintained.

3. That the professional development component of the program be continued with emphasis at school level on building staff support for E/G programming.

4. That a system be devised to improve the dissemination of information and materials throughout the District through the allocation of funding for a part-time clerical position for the E/G program.

9.7 Recommendations

1. That the present Enrichment/Gifted Program, District and School-based Options be continued.

2. That the present level of funding for resources for Enrichment/Gifted Programming be maintained.

3. That funding be allocated at the Elementary School level to provide 0.1 FTE staffing at an additional 12 elementary schools.

4. That additional funding be made available in the next 2 years to increase the level of staffing at elementary schools with a student population above 250 to 0.2 FTE.

5. That in-service for E/G continue at its present level for school based resource teachers/catalysts.

6. That in-service for all staff, E/G education be continued, but be integrated wherever possible with Year 2000 In-service, and/or with subject area enrichment workshops.

7. That communication between Elementary and Secondary levels be increased.

8. That the E/G Grade 7-8 transition process be continued and streamlined.

9. That I.E.P's for students with gifted abilities be developed at the Secondary level.

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1. That staff and administrators continue to remain open to parents concerns re the needs of students with gifted abilities.

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4. That parents continue to educate themselves about the needs of students with gifted abilities and about the philosophy and goals of the Enrichment/Gifted Program in this District.

5. That the Central Vancouver Island Gifted Children's Association encourage membership of parents of Secondary School age students in their association.

12.0 SUMMARY STATEMENT /CONCLUSION

Based on the information received from School and District Staffs, the conclusion reached by the internal committee is that the E/G program has made significant progress and is well supported in the district.

It should be noted, however, that the timing for the evaluation of school-based programming seems premature.

At the secondary level, school pilot programs began in September 1989, and the evaluation questionnaires were distributed the following April. Although Elementary School Catalysts have been in place longer, it was only last year that these teachers were given release time to perform their roles.

Some school Enrichment Gifted programs have also undergone changes since the submission of the School Evaluation reports last Spring.

Administrators have on the whole indicated support and approval of the directions of programming in their Schools, but there is also a sense that Schools are still in the process of striving to find the best means to make E/G a viable and integrated part of School Programming.

It is, therefore within this context, that the findings of the internal evaluation committee should be considered.

Appendices

Appendix	I	Special Education Review Process	1-3
	II	Copies of Instruments Administered	4-8
	III	Enrichment/Gifted Advisory Committee	9-10
	IV	Multi-Option School Based Approach (Diagram)	11

PROGRAM REVIEW OVERVIEW

I. Purpose

In order to meet Ministry guidelines and School Board expectations we are required to regularly review Special Education Programs and Services. Perhaps more importantly, we believe a regular review process has the potential to improve programming and create documented support for specific Special Services' Programs.

The effort, time and energy expended during the process of the review will be, in itself, a valuable professional experience. Creating a report which contains constructive criticism and recommendations, and identifies strengths and weaknesses has the potential to provide a blueprint for future direction of Special Services' Programs within our District.

II. Rationale

As Special Education develops in the Province, service delivery becomes more complex and challenging. School districts have endeavoured to stay abreast of new trends and provide complete services to their special needs students.

As the number of specific programs increases and the complexity of the service delivery magnifies, a parallel need to review and monitor becomes integral to effective programming. Consequently, program evaluation in Special Education has attained priority status. The demand for in-service and direction in the area is a growing concern to a great many special educators. To illustrate, the Ministry, Special Education Division, is receiving more and more requests from school districts to visit on-site, and provide a direct consulting service in order to review and provide feedback to school districts about their service delivery.

A current need in the development of Special Education in Nanaimo is to provide a plan to facilitate comprehensive reviews of our Special Education Programs. The intent of this plan then, is to make available a process whereby we can meet the above described need.

III. Review Process

Comprehensive reviews of our Special Education Programs will be undertaken on a cyclic basis. Each year, staffs will be notified, in advance, if their particular service is to be reviewed (e.g. Elementary Counselling, Gifted and Enrichment, Indian Education, etc.). The Office of Special Services, Nanaimo, intends to implement a two-stage review process. (See Appendix A - Review Format).

Stage I - Internal

A comprehensive review begins with program staff and administrators systematically examining the program they are working in. During this stage, a District team (committee), will be formed to review current resources, program practices, etc. The purpose of this phase of the review is not only data gathering, but to review critically Special Education Services within the District. Generally, this stage can be completed within eight weeks.

Stage II - External

An external team (2-4 members) will be established by the Assistant Superintendent - Special Services or District Principal - Special Services. These professional educators will be seconded from the Ministry of Education (Special Education) or a School District. Selection will be based on both availability and specific expertise in Special Education.

Utilizing the product from Stage I, this team will make an on-site visit to Nanaimo and conduct a review process as described in this manual. Generally, this procedure will take between three and five days and include the production of a draft report, shared with Nanaimo staff on the last day of the visit.

The focus of this external review is to create a meaningful report facilitating the common goal of improved service delivery.

IV. Conclusion

This combined review process allows us to investigate and create an accurate snap-shot of a particular Special Education Program or Service.

The outcome of these reviews will produce a written report, with recommendations for District use. It is at District discretion, how to implement or make use of these reports. Reports will be submitted to the Superintendent of Schools, Assistant Superintendent - Special Services, Executive Council, and the Nanaimo School Board. It is the intent of Special Services, Nanaimo, to complete reviews on all programs (3.20 — 3.35) by 1990-91.

E/G PROGRAMMING EVALUATION

Staff Questionnaire

Please respond to questions that are appropriate to your area. Indicate your degree of satisfaction with the District Enrichment Gifted Education Service in the following areas by circling a number in the scale following the question. 1 indicates a low level of satisfaction, 5 indicates a high level.

1. Inservice Provision. Satisfaction

   i. District Level.....1 2 3 4 5.

   ii. School-Based.....1 2 3 4 5.

   iii. Out of District.....1 2 3 4 5.

2. Information dissemination, Satisfaction

   e.g. networking, reading, materials.....1 2 3 4 5.

3. Direct Service to Students,

   e.g., response to student referrals, mentorships, classroom presentations, etc., ...1 2 3 4 5. Satisfaction
   Enrichment opportunities provided (trips, visitations, etc.)

4. Consultation Service to Staff,

   e.g. planning for individual students, for class enrichment, school activities.....1 2 3 4 5. Satisfaction

5. General approach to service provision by District Staff. Satisfaction
   e.g. collaborative, helpful, efficient, prompt.....1 2 3 4 5.

Comments/Recommendations. _____

_____

_____

_____

ADDITIONAL SECTION FOR SCHOOL-BASED E/G PERSONNEL ONLY

Satisfaction

6. Program Planning.....1 2 3 4 5

7. Coordination of Services.....1 2 3 4 5.

8. Support to you in your role.....1 2 3 4 5.

Comments/Recommendations. _____

SCHOOL DISTRICT No. 68(NA..AIMO)

Enrichment/Gifted Program Questionnaire
(Administrative Officers)

1. How does the program option that your school has chosen fit the philosophy and goals of your school?

2. To what extent are the E/G program expectations at your school being met?

3. Has allocation of school based staff time been appropriate in terms of:

A. Adequate time?

B. Utilization of time?

4. Has the funding available been well-spent to support E/G program goals?

A. District Level?

B. School Level?

5. Previous to implementation, concerns were expressed in the areas of:

A. Release time for inservice,

B. Training in differentiated curriculum,

C. Resources and materials.

D. Staffing.

Have these concerns been addressed through current District initiative? If no, what changes would you recommend?

6. Inservice has been provided at both District and School level through:

A. Availability of District Staff,

B. Allocation of funds.

Has sufficient and appropriate inservice taken place? If not, why not? What changes would you recommend?

7. Has awareness and understanding of the need for enrichment, and the needs of gifted students increased for your staff since the inception of E/G programming? If not, why not? What changes would you recommend?

8. What do you see as the {remaining} major constraint to the E/G program's success in your school?

9. Do you feel that the current Enrichment/Gifted Program, ie., School based options co-ordinated and supported at District level, K-12, is an appropriate one for District 68? Please comment.

10. Please comment on the Grade 7-8 Transition Process. What changes, if any, would you recommend?

SCHOOL DISTRICT NO. 68 (NANAIMO)

GIFTED/ENRICHMENT ADVISORY COMMITTEE

I. Committee Membership

This is a district committee reporting to senior management. Membership will be drawn from interested staff at both the elementary and secondary levels and will include parent, student, NDTA and board representation. Membership will be collected by invitation. The Board, Principals, and NDTA will be advised of the membership, objectives and terms of reference of this committee.

Chairperson	Helen Webster, Resource Teacher for Enrichment/Gifted Education
Elementary Teacher	
Elementary Administrator	
Secondary Teacher	
Secondary Administrator	
Board Member	
NDTA Representative	
SLC Parent Representative	
Student Sub-Committee Rep.	

II. Terms of Reference--Objectives

A. To review goals and objectives of the "Enrichment/Gifted Education Committee Report" (1986) and to incorporate these goals and objectives into a District Statement of Philosophy (as per 86/06/25 Board motion).

B. To act in an ongoing advisory capacity to the District Enrichment/Gifted Program; i.e.:

--to provide ongoing advice and support for current programming

--to receive and respond to District needs as presented by staff and other interest groups

C. To assist in the implementation plan as outlined by the "Enrichment/Gifted Education Committee Report" (1986) and as approved by Board motion 86/06/25.

D. To receive input on terms of reference from a student sub-committee.

III. Time Lines

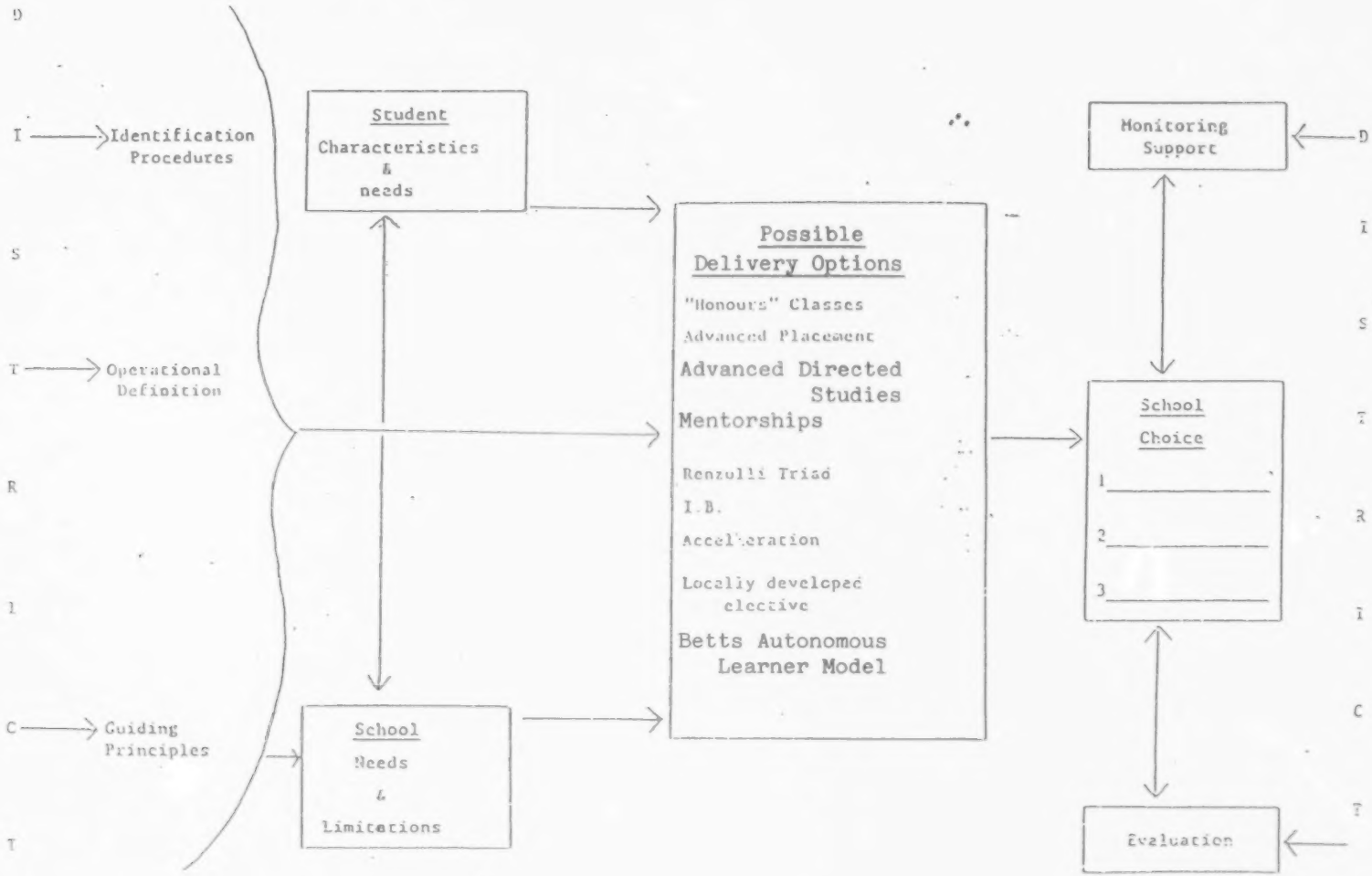
The committee is to be an ongoing advisory committee.

IV. Communications

It is recommended that the committee devise processes to keep the Director of Special Services informed of committee progress, that he in turn may keep senior management and interest groups updated.

Appendix IV

Multi-Option School Based Approach



EXTERNAL REVIEW

JANUARY 1991

BEST COPY AVAILABLE

EXTERNAL REVIEW
ENRICHMENT/GIFTED EDUCATION PROGRAM
SCHOOL DISTRICT NO. 68 (NANAIMO)
JANUARY 1991

The focus of the external review committee has been to become familiar with the District's enrichment/gifted programming -- its conception and implementation -- and to make meaningful observations and suggestions that may facilitate the District in the delivery of Enrichment/Gifted services.

In October the District completed an internal review of the Enrichment/Gifted Program. At the conclusion of this review the external team was formed and received copies of the following documents:

- The 1985-86 Enrichment/Gifted Education Committee Report
- Role Descriptions, Teacher-Consultants, Enrichment/Gifted Education, S.D. #68
- Catalyst Teachers Enrichment/Gifted Education School District #68 (Nanaimo) -- Sept. 1987 - January 1989
- Guidelines and Recommendations for Secondary E/G Programming in School District 68 -- Secondary E/G Planning Committee
- School District No. 68 (Nanaimo), Special Education - Services Program Review, Enrichment/Gifted Education Program, October, 1990
- School's Self-Evaluation and Responses, Elementary, October 1990
- School's Self-Evaluation and Responses, Secondary, October 1990

The team was in the District for three days. Members spoke with the District's two teacher-consultants for Enrichment/Gifted Programs and the Assistant Superintendent-Special Programs. Team members visited 11 elementary schools and 6 secondary schools interviewing the

school's principal and the catalyst or resource teacher. In some cases members visited classrooms and talked with students.

The team was very well received. Principals, teachers, and students were open to visitation by the team, shared freely, and made positive, thoughtful suggestions for change.

The observations and comments to follow review the development and implementation of programming from a District and school based perspective.

DISTRICT

The District has developed a systematic, thoughtful approach to developing, implementing, and monitoring a plan for providing enrichment/gifted services noted by the presence of the following:

There is a philosophy of Enrichment/Gifted Education in place that is consistent with the philosophy of the School District and philosophy of special education.
The philosophy takes into consideration the historical background of gifted education in the District.
Enrichment/Gifted programming has clearly articulated goals and objectives.
The District has adopted a definition of giftedness and has a referral process for District Staff help.
The District has a five year plan for the beginning of program planning, implementation, and review.
The District internal review committee is well aware of strengths and constraints of present programming.

Discussions with the Assistant Superintendent of Special Services indicated that there is District support for the program as evidenced by the following:

Initiation of programming began with support from Assistant Superintendent of Special Services.

The District has supported initial programming, staffing, and funding.

There is an awareness of issues in gifted education, for example, funding, elitism, meeting the Year 2000 principles, which can block the development of a program.

There is support for the position of the teacher-consultant and the need to maintain continuity -- i.e., teachers are not rotated out of the position on a fixed time frame.

Teacher-Consultants

One of the strongest features of the review was the District wide support for the teacher-consultants -- their visibility, availability, and professional expertise.

The commitment and professional expertise of the two teacher-consultants are reflected in the systematic, thoughtful approach to the development and implementation of enrichment/gifted programming in the District.

Teacher-consultants are well aware of the strengths and weaknesses of each of the schools and have provided each school with written suggestions for program development this year.

SCHOOLS

Schools with catalyst or resource teacher support had clearly articulated action plans that included:

A brief description of the present program
A description of how the program is part of the District approach
Plans for total school/staff involvement
Goals for 1989-90 and 1990-91
Catalyst teacher involvement in implementing plans

Enrichment opportunities for many students
Evaluation procedures

Elementary

Staffing

Catalyst teachers had a clear idea of what was expected of them and were creative in their means for implementing programming in their schools. We found them a most enthusiastic, committed group of teachers.

Catalyst teachers were most creative in finding time to provide programming within their schools.

Many principals were providing extra release time -- either by taking classes themselves or finding someone to help out.

Identification

Teachers we spoke with were aware of an expanded view of giftedness as suggested by Renzulli.

Teachers were using a variety of means for identifying students.

Many students within the District have been identified.

The emphasis upon identification varies between schools.

School based teams were seen as a source of helping in the identification of students. However, this role may need to be amplified.

In several schools the catalyst teacher was also the librarian. The two roles are most compatible and appeared to provide the catalyst with a little more flexibility in providing a service in comparison with classroom based catalyst.

Programming

Catalyst teachers in many cases are working with other teachers to provide inservice and help in developing enrichment.

In several schools the catalyst is working with the staff to develop program goals for the year.

Many schools are teaching students thinking skills and strategies.

There are a variety of enrichment approaches offered throughout the District.

Elementary principals and teachers interviewed see connections between the enrichment/gifted program and the directions of the new primary and intermediate programs.

The teacher/consultant has provided help in developing IEPs for students.

School/parent/community support

In some schools parents were included in the evaluation of the school's enrichment/gifted program.

The Gifted Childrens' Association Central Vancouver Island provided a report to the internal review committee.

Constraints

'Catalyst teachers have very little or no time to provide programming.

When a school has a staff turnover, it can be devastating for the program.

Collaboration time is rarely available during school hours for catalyst and classroom teacher planning.

There was considerable concern about the development of IEPs which teachers thought could detract from their provision of a service to students. The reasons for the concern need to be explored. It may be that teachers are expecting to provide more than is necessary.

Secondary

Teacher Preparation

Initial inservice was provided regarding programming.

Identification

Talent pools of grade 8 students are created through identification procedures during their grade 7 year at their elementary school. The positive is that the receiving secondary schools are aware of an existing group of students who may have programming needs that extend beyond the traditional program and timetable.

There are school based teams in place -- however, typically teams do not address the needs of students with gifted abilities unless the students show up in some other category -- such as exhibiting behavioural problems.

One school mentioned additional screening procedures --referrals based on anecdotal profiles, CTBS, open ended compositions, Renzulli type checklist.

Programming

Schools are moving toward providing multiple programming options, and there are a variety of good programs in evidence.

Honours courses and Advanced Placement options are in place or under consideration. Schools might examine whether the Honours classes stretch the thinking of students to enable them to become more thoughtful and creative.

Schools are becoming aware of enrichment activities that are already offered to students -- such as band, debating.

- There is recognition by some principals that the classroom teacher is responsible for enrichment.

The school counsellor and teacher-librarian are recognized as additional people who can provide support.

Schools are developing an awareness of the strengths and weaknesses of many of the program options.

Funding and resources

Some principals mentioned appreciation of autonomy in allocating funds for gifted programming.

Schools are obtaining resource materials for teachers to draw upon.

Constraints

Teacher preparation

Some principals expressed concern that teachers lack the knowledge to differentiate the curriculum. It may be beneficial to build in more staff development time.

Some of the staff we interviewed were not sure about connections of enrichment programming with the Yr. 2000 programs. In fact the feeling was that implementation of the new programs got in the way of implementing the enrichment program.

A frequently mentioned constraint was time. One resource teacher mentioned a need for time to do preparations. Another stated that teachers are very busy and on a treadmill.

Programming

Programming for secondary students is in its infancy. At the present time it is not available to students at all levels and

the levels where programming begins varies from school to school.

There appears to be some concern about having grade 8 students identified as having gifted abilities when they arrive at the secondary schools. Members of one secondary school felt that further consultation with their staff was warranted regarding the grade 7 identification procedures because the process created parental expectations for programming that in some cases could not reasonably be met.

Teachers expressed some resistance to developing IEPs. The reasons for this resistance should be explored as there may be some problems that need to be addressed.

RECOMMENDATIONS

1. Communication, consultation, support, and direction should continue for the established elementary and secondary school programs.

2. The program should continue to provide professional development opportunities for teachers about learning strategies and resources for differentiating curricula.

3. The program should continue to work within a co-operative program planning model to provide for the most effective use of time and resources in order to meet the needs of identified students.

4. Twelve elementary school catalyst teachers are provided .1 FTE by the District for performing their jobs. It is amazing what these dedicated teachers have accomplished. However, if the enrichment/gifted program is to develop fully, the District should consider allocating more time for school based program development.

5. Some catalyst teachers are not provided release time. We recommend that all catalyst teachers who have completed the requisite inservice have release time to perform their duties.

6. With the new primary, intermediate, and graduation programs to implement, it may be helpful to articulate enrichment/gifted connections with the new programs and coordinate the inservice they have in common.

7. Secondary program implementation has its own set of problems. The concept of giftedness, what constitutes enrichment, and how to provide curriculum differentiation for students may be foreign to many secondary teachers. On going, broad based inservice may be necessary to continue to bring teachers to a deeper understanding of how to meet the needs of gifted students. Because this may require changes for teachers, there should be an on going evaluation of the process with attention to teacher perceptions and attitudes.

8. In order that secondary students continue their enjoyment and enthusiasm for the enrichment program, we recommend that where possible and appropriate, there be an increase in opportunities for independent study and research, challenging units for students, and the use of interest areas by students to design learning experiences.

9. The teacher-consultants have played a significant part in moving the enrichment/gifted program forward. Consideration might be given to their titles. While much of their work is administrative in function, their positions in the District are not.

CONCLUSIONS

We believe that the District is to be commended for the level of development that has been achieved in the provision of enrichment/gifted services to date. What we observed is the result of careful planning and implementation with consideration to the many variables that contribute to a comprehensive plan and its implementation.

Appendix

In a few instances we spoke with students to obtain their viewpoint of the program. The following are comments from students of Woodlands Secondary School in response to the question, "How has your thinking changed since September?"

"I think that as I do more E.G. stuff, I start actually getting into the topic. I can't stay on track if we're doing something that a mindless fungi could do. Here I actually think, and work, not just copying out something the teacher wrote on the board, but learning how to do stuff I didn't know about before, which is more than I can say about something like math when you forget what you learned within a week."

"When I come to a special class, I'm prepared to have fun and to think with more concentration. It is a much needed challenge to think at a higher level and to keep up with kids who think at a higher level as well. I think that these programs are time well spent and they increase my brain power."

"I am used to working fast so when I am in a normal class I can't because the others slow me down. In this program I can work as fast as I want because there is nobody to slow me down. Ever since I have been coming to this class my grades have risen drastically."

"I think that this program lets us develop good speaking skills. I also think it has let us see both sides of a situation when we only wanted to see one."

I think more than I generally do. I can understand things more and being with smart people helps that. My senses, all in all, get sharper." P.S. I do more of the things I like to do, learn at a faster pace, write and trying to convince people."

"I think that, since I am only involved in the debating class, my thinking becomes more argumentative (which my socials teacher says is a sign of intelligence_, and I never really accept any generalization without thinking a bit about it, and sometimes stating my opinion. I really enjoy learning new ideas in this program, and it is a nice break from regular classes."

We had the opportunity to spend a delightful hour with a group of students from Seaview Elementary School. Their perceptions and comments about enrichment programming reflected an understanding of the advantages of their involvement. A few of their comments are as follows:

"I like the challenge. We go for the harder stuff and get to try something new so we can go somewhere."

"This is a good education school. We go for it -- we try. There's a lot of self-directed stuff so we are more prepared for NDSS."

"I like the grade 7 buddies who read to us, then we read to them. We get to do garbage duty to clean up the town. We raised money for the playground."